

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/Can a Watermelon Seed Grow In My Stomach?

Course Code: ELA

### COURSE INTRODUCTION:

Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking. Although this list is not all inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing.

### UNIT DESCRIPTION:

During this unit, students will use [read alouds](#), [poems](#), and [guided reading](#) books to learn about the process of growth, both with plants and people; during [writing workshop](#), students use a variety of pre-writing pages (or science artifacts) to guide their writing in different genres using that theme of growth. They will use narrative writing to build upon stories depicting individual growth, and how they themselves have changed as they've grown; they will use informative writing to teach about the plant life-cycle, as well as writing opinion pieces to respond to experiments as to why seeds did or did not grow, providing factual information to support their opinions. During [interactive writing](#), the class will use activities completed during science as topics for posters, charts, etc. that document the scientific process and inform others.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at

<http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at

### SUGGESTED UNIT TIMELINE: 4 weeks

**CLASS PERIOD (min.): 20 minutes**  
**interactive writing, 40 minutes writing**  
**workshop, 50 minutes reading instruction**

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<a href="http://www.cast.org">www.cast.org</a> .						
<a href="#">Provide Feedback</a>						
ESSENTIAL QUESTIONS:						
1. How can I write sentences to inform others?						
2. How can one topic guide my writing in different genres?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
• 1. The student will write an informative text about plants, supplying factual information and providing a sense of closure.		W.3.A.1.a	1.8 2.1 1.1 1.4	W.1.2 W.1.8 SL.1.2		3
• 2. The student will write an explanatory text telling how to grow something (flower, fruit) from a seed. Include steps sequentially and provide reasoning.		W.3.A.1.a	1.8 2.1 1.1 1.4	W.1.2 W.1.7 W.1.8		3
• 3. The student will write an opinion piece based on research, introducing the plant experiment, state an opinion as		W.3.A.1.a W.2.C.1.a	1.8 2.1	W.1.1		3

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to why the seed grew/did not grow, supply reasons for the opinion, and provide a sense of closure.						
<ul style="list-style-type: none"> <li>4. The student will write a narrative text describing detailed changes in childhood, using sequenced events with a sense of closure.</li> </ul>		<b>W.3.A.1.a</b> <b>W.2.C.7.e</b> <b>W.2.C.1.a</b>	<b>1.8</b>  <b>2.1</b>	<b>W.1.3</b>  <b>W.1.5</b>		<b>3</b>
<ul style="list-style-type: none"> <li>5. The student will publish a piece of revised writing.</li> </ul>		<b>W.2.E.1.a</b> <b>W.2.E.1.b</b> <b>W.2.E.1.c</b> <b>W.2.E.1.d</b> <b>W.2.E.1.e</b> <b>W.2.E.1.f</b> <b>W.2.E.1.g</b>	<b>2.2</b>	<b>L.1.1.a</b> <b>L.1.1.b</b> <b>L.1.1.c</b> <b>L.1.1.d</b> <b>L.1.1.e</b> <b>L.1.1.f</b> <b>L.1.1.g</b> <b>L.1.1.h</b> <b>L.1.1.i</b> <b>L.1.2.a</b> <b>L.1.2.b</b> <b>L.1.2.c</b> <b>L.1.2.d</b> <b>L.1.2.e</b>		<b>1</b>
<ul style="list-style-type: none"> <li>6. The student will participate in class/group discussions to further understanding of texts and/or to edit writing.</li> </ul>		<b>L.1.B.1</b> <b>L.2.A.1</b>	<b>1.5</b>  <b>2.1</b>  <b>2.3</b>	<b>SL.1.1.a</b> <b>SL.1.1.b</b> <b>SL.1.1.c</b> <b>RI.1.8</b>		<b>4</b>
<ul style="list-style-type: none"> <li>7. The student will demonstrate comprehension and use of new content-specific vocabulary</li> </ul>		<b>R.1.H.1.a</b> <b>R.1.H.1.b</b> <b>R.3.C.1.a</b>	<b>1.5</b>  <b>1.6</b>	<b>RI.1.1</b>  <b>RI.1.2</b>		<b>3</b>

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acquired through reading activities.		R.3.C.1.b R.3.C.1.c R.3.C.1.d R.3.C.1.e R.1.D.1.a R.1.D.1.b	3.5	RI.1.10  RF.1.1  RF.1.4.a  RF.1.4.b  RF.1.4.c		
<ul style="list-style-type: none"> <li>8. The student will ask and answer questions about key information in non-fiction texts.</li> </ul>		R.3.A.1	1.5  1.4  1.6	RI.1.5		3
<ul style="list-style-type: none"> <li>9. The student will read grade-level appropriate text independently and demonstrate comprehension through discussions, summative and formative assessments.</li> </ul>		R.1.D.1.a  R.1.D.1.b	1.5	RL.1.10  RI.1.10		3
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p>Students write an opinion piece in which they explain why a seed did or did not grow during a class science experiment (or answer a hypothetical question such as “Will a watermelon seed grow in your stomach?”) and support their opinions based on the factual information gathered through reading and activities during the unit (i.e. Seed A did not grow. I think seed A did not grow because it did not have water...). Then students publish a revised piece of writing showing knowledge of the conventions of English grammar and punctuation, spelling, etc. (see Summative Assessment 1_Writing Rubric)</p> <p>Students participate in <a href="#">Writer’s Workshop</a>. Teacher-led <a href="#">writing conferences</a> document progress/mastery towards CCSS (anecdotal, checklists, etc.). (see Formative Assessment 1_Writing Conference _Informative and Explanatory and Formative Assessment 2_Writing</p>						

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Conference_Opinion)	
<b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b>	
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
<b>1</b>	<b>1. Writing an explanatory/informative piece</b>
<b>5</b>	<p>Multiple non-fiction books covering plants/seeds/growth should have been read and discussed with the whole class and small groups before beginning instruction on <a href="#">informative writing</a>. The teacher should also refer students to the <a href="#">KWL charts</a> (see Instructional Strategy 1_KWL Chart) and/or <a href="#">Venn diagrams</a> (see Instructional Strategy 2_Venn Diagram) completed during reading instruction/<a href="#">interactive writing</a> or <a href="#">shared writing</a>—these resources should be utilized by students throughout the writing process.</p> <p>Possible topics for explanatory/informative pieces during this unit include: how to plant seeds, describing plants’ needs/parts of plants, or explaining how a pumpkin or apple grows from a seed.</p> <p>The teacher should plan and teach <a href="#">mini-lessons</a> that address struggles (based on <a href="#">writing conferences</a> with students). This can include demonstrating how to take information from a non-fiction text, fill out a Venn-diagram or pre-writing page, and then use that information to write.</p> <p>Allow time for students to create drafts of their papers. During <a href="#">writing workshop</a>, conference with individual students to help them as needed.</p> <p>When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one’s own work.</p> <p>Model how to use editing checklists (see Instructional Activity 1_Edit Checklist).</p> <p>Provide time for students to rewrite revised/edited papers and prepare a final copy.</p> <p>Pull model/exemplar papers from students throughout the writing process to show techniques and strategies to the class.</p> <p>Students work towards proficient writing standards as determined by the CCSS (i.e. punctuation, capitalization, and spelling) as grade appropriate.</p>
<b>6</b>	
<b>7</b>	
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

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3  5 6 7	<p style="text-align: center;"><b>2. Writing an opinion piece</b></p> <p>Multiple non-fiction books covering plants/seeds/growth should have been read and discussed with the whole class and small groups before beginning instruction on <a href="#">opinion writing</a>. The teacher should also refer students to the <a href="#">KWL charts</a> and/or <a href="#">Venn diagrams</a> completed during reading instruction/<a href="#">interactive writing</a> or <a href="#">shared writing</a>—these resources should be utilized by students throughout the writing process. Possible topics for opinion pieces during this unit include: responding to a class science experiment (i.e. Plant two seeds identically but one seed doesn’t get water, or one seed doesn’t get sunlight, etc. Ask students to write a piece giving an opinion as to why a seed did or did not grow.); or having students respond to a prompt: “If you swallow a watermelon seed, will it grow in your stomach?” or “What fruit, which grows from a seed, is your favorite?”</p> <p>The teacher should plan and teach <a href="#">mini-lessons</a> that address struggles (based on <a href="#">writing conferences</a> with students). This can include demonstrating how to take information from a non-fiction text and use those facts to provide support for an opinion.</p> <p>Allow time for students to create drafts of their papers. During <a href="#">writing workshop</a>, conference with individual students to help them as needed.</p> <p>When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one’s own work using a checklist.</p> <p>Model how to use editing checklists.</p> <p>Provide time for students to rewrite revised/edited papers and prepare a final copy.</p> <p>Pull model/exemplar papers from students throughout the writing process to show techniques and strategies to the class.</p>
Obj. #  4  5 6 7	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p style="text-align: center;"><b>3. Writing a narrative text</b></p> <p>Before beginning the process of writing a <a href="#">narrative text</a> based on personal growth, use several <a href="#">read aloud</a> times to read various stories based on children’s growth (see reading list; e.g. <i>When I Was Five</i>). Chart ways the class has grown to show examples (i.e. When we started first grade we didn’t write titles for our stories, now we do. When we started first grade we missed the extra recess we had in kindergarten, but now we like doing science experiments instead.).</p> <p>The teacher should plan and teach <a href="#">mini-lessons</a> that address struggles (based on <a href="#">writing conferences</a> with students). This can include demonstrating how to take information from pre-writing page (e.g. “I’ve Grown”) (see Instructional Activity 4_ I’ve Grown), and then</p>

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	<p>how to use that information to write.</p> <p>Allow time for students to create drafts of their papers. During <a href="#">writing workshop</a>, conference with individual students to help them as needed.</p> <p>When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one's own work.</p> <p>Model how to use editing checklists.</p> <p>Provide time for students to rewrite revised/edited papers and prepare a final copy.</p> <p>Pull model/exemplar papers from students throughout the writing process to show techniques and strategies to the class.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
<b>6</b>	<b>4. Creating a Question/Answer Book</b>
<b>7</b>	Teacher leads class in filling out <a href="#">KWL chart</a> for seeds/plants.
<b>8</b>	Once the chart is completed and most research through reading activities and science activities is completed, the teacher guides students in choosing question from the chart to answer in the question/answer book form (see
<b>9</b>	<p><a href="http://www.share2learn.com/insectbook.html">http://www.share2learn.com/insectbook.html</a>).</p> <p>Teacher provides support and guidance to ensure all students use correct mechanics (e.g. question mark at end, capitalization) when completing class book page, as well as checking work for use of correct vocabulary and factual information.</p> <p>Assemble class book and provide time for students to share individual pages.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
<b>6</b>	<b>5. Interactive Writing</b>
<b>7</b>	Teacher provides opportunities for <a href="#">interactive writing</a> . During this time, students do not copy the entire message. The teacher should choose teaching points, as determined by writing conferences with children.
<b>8</b>	During interactive writing, the teacher demonstrates conventional spelling, use of punctuation, capitalization, etc.

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9	Possible interactive writing projects that the teacher guides the class in completing include: a poster documenting the planting process (using digital pictures from the class experience); a diagram showing the parts of a plant and the plant's needs; or a timeline documenting the progression of a seed's growth using digital pictures from a class seed planted.
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
6	<b>6. Reading Instruction</b>
7	Reading instruction will continue during this unit. The teacher will meet with <b>guided reading</b> groups to work on reading skills and the use of reading strategies as appropriate at their instructional level. The teacher will conference with students to check reading
8	comprehension, and present whole-group mini-lessons around the needs of the class and this unit of study (i.e. characteristics of non-fiction, how to use the glossary). During <b>independent reading</b> time, the teacher will conference with individual students and check for
9	understanding and how well students are able to use non-fiction features (headings, index, etc.) to gather and explain content-specific vocabulary and concepts.
	During <b>shared reading</b> , the teacher will model how to read non-fiction and how to use the features of non-fiction texts. The teacher will identify the reasons an author gives to support points in a text.
	The teacher will use <b>running records</b> , comprehension checks, etc. to assess/monitor student progress.
	The teacher will model how to use/fill out a KWL chart and/or a Venn diagram. These can be added to (throughout the unit) during read alouds, shared reading, and/or guided reading. Students can complete their own KWL charts or Venn diagrams, as appropriate, when reading non-fiction books. These charts can be a resource when writing.
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	1. During science, the class plants seeds and documents the process on the printable "Planting Seeds" (this can be used to guide
5	students' writing and help outline the steps that need to be explained in their writing piece) (see Instructional Activity
6	2_Planting Seeds). Students also record observations in their science logs as their seeds grow and, again, use that information
7	to guide their writing.
	Students choose a focus for their informative/explanatory writing piece, based on information learned during the science and reading activities of the theme.
	Students complete pre-writing (e.g. printable such as "Pre-writing: informative and explanatory") (see Instructional Activity 3_Pre-



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	<p>writing), or as described above, use science artifacts to guide their writing.</p> <p>Students take information gathered from non-fiction books and classroom experiences (i.e. planting seeds or watching a video online to see roots grow underground) and incorporate it into their writing using their own words.</p> <p>Students use new content-specific vocabulary in their writing (i.e. root, soil).</p> <p>Students include a sense of closure in their writing.</p> <p>Students work with partners or the teacher to revise and edit their writing.</p> <p>Students complete a final copy of their writing, using a checklist to guide them through the process.</p> <p>Students work towards proficient writing standards as determined by the CCSS (i.e. punctuation, capitalization, and spelling) as grade appropriate.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
<b>2</b>	2. Students use information gathered from reading activities and classroom experiences/experiments to provide factual reasoning to support their opinions. (see Instructional Activity 6_Plant Experiment Observations)
<b>5</b>	
<b>6</b>	Students clearly state an opinion to the prompt or question posed.
<b>7</b>	<p>Students take information gathered from non-fiction books and classroom experiences (i.e. planting seeds or watching a video online to see roots grow underground) and incorporate it into their writing using their own words.</p> <p>Students include a sense of closure in their writing.</p> <p>Students work with partners or the teacher to revise and edit their writing.</p> <p>Students complete a final copy of their writing, using a checklist to guide them through the process.</p> <p>Students work towards proficient writing standards as determined by the CCSS (i.e. punctuation, capitalization, and spelling) as grade appropriate.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

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4	3. Students complete pre-writing activities such as filling out a worksheet like “I’ve Grown!” or bring in baby pictures, old toys, etc. to help define personal growth (e.g. asking a grown-up their favorite words as a baby).
5	Students use mentor texts to frame their writing about personal growth.
6	Students include a sense of closure in their writing.
7	Students work with partners or the teacher to revise and edit their writing.
	Students complete a final copy of their writing, using a checklist to guide them through the process.
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
6	4. Students choose a question from the KWL chart to answer in book form.
7	Students use facts gathered from research and non-fiction books to answer questions using content-specific vocabulary.
8	Students use correct spelling (accessing texts and class charts as need), correct punctuation, and spacing.
9	Students illustrate question and answer to match words/content.
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
6	5. Students use dry-erase markers and dry-erase boards to show their work (e.g. spelling a word that goes on the interactive writing piece or recording a blend heard within a word).
7	Students participate by contributing ideas to the class discussion for the interactive writing piece.
8	Students show knowledge and understanding of vocabulary and science content by contributing to the interactive writing process (e.g. answering what step came next when planting seeds).
9	
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
6	<b>6. Reading Instruction</b>
7	Students will participate in class/group discussions during and after reading instruction—asking and answering questions about seeds/plants/growth (using new vocabulary, concepts learned in reading, etc.), helping complete a KWL chart, Venn diagram, and/or

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<b>8</b>	locating features of non-fiction text.
<b>9</b>	<p>Students will read and/or listen to informational texts and demonstrate comprehension of content-specific vocabulary. As deemed appropriate, students may fill out student pages to show understanding (different print resources to choose from—"Venn diagram: Apples and Pumpkins," "Learning from non-fiction," "KWL chart"). (see Instructional Activity 5_Learning From Non-Fiction)</p> <p>Students read grade-level appropriate text at an instructional level.</p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><b>Stories:</b></p> <p>Provinsen, Alice, and Martin Provinsen. <i>The year at Maple Hill Farm</i>. New York: Atheneum, 1978. Print.</p> <p>Llewellyn, Claire, Barrie Watts, and Dave Burroughs. <i>Earthworms</i>. New York: F. Watts, 2002. Print.</p> <p>Ehlert, Lois. <i>Growing vegetable soup</i>. San Diego: Harcourt Brace Jovanovich, 1987. Print.</p> <p>Krauss, Ruth, and Crockett Johnson. <i>The carrot seed</i>. New York: Harper &amp; brothers, 1945. Print.</p> <p>Carle, Eric. <i>The tiny seed</i>. New York: Simon &amp; Schuster Books for Young Readers, 1987. Print.</p> <p>Schaefer, Lola M., and Donald Crews. <i>This is the sunflower</i>. New York: Greenwillow Books, 2000. Print.</p> <p>Fowler, Allan, and Janann V. Jenner. <i>From seed to plant</i>. New York: Children's Press, 2001. Print.</p> <p><b>Read Aloud Stories:</b></p> <p>Kraus, Robert, and Jose Aruego. <i>Leo the late bloomer</i>. New York: Windmill Books, 1971. Print.</p> <p>Howard, Arthur. <i>When I was five</i>. San Diego: Harcourt Brace, 1996. Print.</p> <p>Mayer, Mercer. <i>When I get bigger</i>. New York: Golden Press, 1983. Print.</p> <p>Curtis, Jamie Lee, and Laura Cornell. <i>When I was little: a four-year-old's memoir of her youth</i>. New York: HarperCollins, 1993. Print.</p> <p><b>Informational Texts:</b></p> <p>Bulla, Clyde Robert, and Stacey Schuett. <i>A tree is a plant</i>. New York: HarperCollins Publishers, 2001. Print.</p>	

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Aliki. *My Five Senses*. New York: Harper Collins, 1989. (1962)

"Garden Helpers." *National Geographic Young Explorers* September 2009. (2009)

Berger, Melvin, and Gilda Berger. *Seeds*. New York: Scholastic, 2007. Print.

Jordan, Helene J., and Loretta Krupinski. *How a seed grows*. Rev. ed. New York: HarperCollins Publishers, 1992. Print.

### Read-Aloud Informational Texts:

Pfeffer, Wendy, and James Graham Hale. *From seed to pumpkin*. New York: HarperCollins, 2004. Print.

Schwartz, David M.. *Bean*. Milwaukee: Garth Stevens, 1999. Print.

Esbaum, Jill. *Seed, sprout, pumpkin, pie*. Washington, D.C.: National Geographic, 2009. Print.

Gibbons, Gail. *From seed to plant*. New York: Holiday House, 1991. Print.

Legg, Gerald, and Carolyn Franklin. *From seed to sunflower*. New York: Franklin Watts, 1998. Print.

Maestro, Betsy, and Giulio Maestro. *How do apples grow?*. New York, NY: HarperCollins, 1992. Print.

### Professional Resources:

Writing Workshop: Calkins, Lucy. *The art of teaching writing*. Heinemann, 1994. Print.

### Technology:

How Plants Grow (Discovery Education) (<http://player.discoveryeducation.com/index.cfm?guidAssetId=41DE3285-F99A-4898-985A-6C4B55DF854F&blnFromSearch=1&productcode=US>)

Grow a Plant ([http://www.greenwing.org/newgreenwing/activities/Copy%20of%20plant\\_grow/seed\\_grow.htm](http://www.greenwing.org/newgreenwing/activities/Copy%20of%20plant_grow/seed_grow.htm))

<http://exchange.smarttech.com/#tab=0> (Plant Life Cycle; refine search: science, grade 1) (SMART board activity)

Question/Answer book (Creating Question and Answer Books Through Guided Research: readwritethink.org)  
<http://www.share2learn.com/insectbook.html>

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### Print Resources:

I've Grown! (see Instructional Activity 4\_I've Grown)

Plant Experiment Observations (see Instructional Activity 6\_Plant Experiment Observations)

Planting Seeds (see Instructional Activity 2\_Planting Seeds)

Venn diagram: Apples and Pumpkins (see Instructional Strategy 2\_Venn Diagram)

KWL chart (see Instructional Strategy 1\_KWL Chart)

Learning from Non-Fiction (see Instructional Activity 5\_Learning From Non-Fiction)

Pre-writing informative and explanatory (see Instructional Activity 3\_Pre-writing)

Writing Conferences (informative/explanatory) (see Formative Assessment 1\_Writing Conference\_Informative and Explanatory)

Writing Conferences (opinion) (see Formative Assessment 2\_Writing Conference\_Opinion)

Edit Checklist (see Instructional Activity 1\_Edit Checklist)

Writing Rubric (see Summative Assessment\_Writing Rubric)

### Accommodations

Specific accommodations will vary according to the child's Individualized Education Plan (I.E.P.) and/or the child's current level of English proficiency.

General accommodations include:

- During guided reading, use leveled books at their instructional levels.
- Provide one-on-one assistance in completing pre-writing pages and/or during the revision process. As needed, help students plan out their writing (i.e. counting out how many words are to be written and practicing the sentence out loud before writing or adding yellow lines to the paper to indicate the number of words to be written).

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- Use digital pictures to assist in the explanatory text writing process (the final product could be more list-like). Depending on the child's current level of functioning, the child could order the digital pictures and then dictate the steps to the teacher to record.
- Select pre-writing pages for students based on their needs.
- Allow students to access guided reading books, shared reading books and/or read alouds when providing reasons for their opinions in their opinion pieces.

Use class resources (KWL charts, interactive writing pieces, etc.) and work with a small group of students to create a writing piece using [shared writing](#) to demonstrate how to write an explanatory text, opinion piece, etc. This piece could also be revised with the small group. The shared writing piece could be done in place of an independent piece.